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ABSTRACT

Integrated Diverse Enrichment for Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act Title VII-funded project in its second year of operation in 1993-94 at Walton High School in the Bronx (New York). Project IDEAL served 174 students of limited English proficiency. Participants received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Staff development, including tuition reimbursement, and parent participation components were included, although it was difficult to stimulate participation. Project IDEAL met its objectives in NLA, American culture and citizenship, cultural pride, attitude toward school, career advising and career options, dropout prevention, attendance, staff awareness of student needs, and parent involvement. Science and social studies objectives were met, but mathematics and ESL objectives were not. Recommendations for improvement include finding better ways to measure achievement and ways to motivate parent participation. Seven tables present evaluation findings. Four appendixes include a student essay, lists of instructional materials, class schedules, and the Likert scales used in the evaluation. (Author/SLD)

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ED 383 775

OER Report

Integrated Diverse Enrichment For Academic Learning
(Project IDEAL)
Transitional Bilingual Education Grant T003A20081
FINAL EVALUATION REPORT
1993-94

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Integrated Diverse Enrichment For Academic Learning
(Project IDEAL)
Transitional Bilingual Education Grant T003A20081
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Integrated Diverse Enrichment For Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year of operation at Walton High School in the Bronx. Project IDEAL served a total of 174 students of limited English proficiency (LEP). Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of mathematics, science, and social studies.

Teachers of participating students had the opportunity to attend monthly staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

Project IDEAL sought to establish an active parental component, but found it difficult to stimulate participation. E.S.L. and General Education Diploma (G.E.D.) classes were offered in conjunction with Project BACES. Parents were extended invitations to school activities as well as to special events. Some parents became members of the Parents' Advisory Council (PAC), which met on a regular basis.

Project IDEAL met its objectives in N.L.A., American culture and citizenship, cultural pride, attitude toward school, career advisement, career options, dropout prevention, attendance, staff awareness of pupil needs and problems, continuing education for staff, and parental involvement. The project partially met its content area objective; meeting it in science and social studies, but failing to meet it in mathematics. The project failed to meet its E.S.L. objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Investigate additional techniques to increase students' acquisition of English language skills.
- Use El Examen de Lectura en Español (ELE) to measure the growth of Spanish-language proficiency.
- Explore additional techniques to increase students' acquisition of skills in mathematics, possibly by offering peer tutoring and assistance during study halls and outside school hours.
- Seek ways to motivate a greater number of parents to participate in the education of their children.

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I. INTRODUCTION

In 1993-94, Integrated Diverse Enrichment For Academic Learning (Project IDEAL) was in its second year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project operated at Walton High School in the northwest Bronx. The population of the surrounding community is approximately 50 percent Latino, 25 percent European-American, and 25 percent African-American in a mix of socioeconomic levels ranging from working to middle class. The neighborhood is one with a strong sense of community and one in which many residents have spent their entire lives.

Walton High School is a non-zone academic high school, drawing students from other areas of the city as well as from the surrounding neighborhood. Of the 2,626 students who were registered at Walton High School, 60.5 percent were Latino, 33.9 percent were African-American, 5.1 percent were Asian-American, 0.4 percent were European-American, and 0.1 percent were Native American. Of these students, 24 percent were of limited English proficiency (LEP) and 66 percent came from low-income families as evidenced by their eligibility to receive free lunch.

Walton High School was constructed in 1932. The interior and exterior of the building were in good condition. Renovations to convert part of the gymnasium into additional classroom space was in progress. Classrooms were well-lit, lively, and bright. Attractive teacher- and student-prepared displays were prominent around the building. Computers were available to and used by the students.

STUDENT CHARACTERISTICS

Project IDEAL served 174 Spanish-speaking LEP students in ninth through twelfth grades. There were 37 participants in ninth grade, 77 in tenth grade, 36 in eleventh grade, and 24 in twelfth grade.

Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other considerations for project eligibility were willingness to participate, as determined by personal interviews with a guidance counselor and resource teacher, and letters of recommendation from teachers. All students had Spanish as their native language. Most of the participants (74.1 percent) were born in the Dominican Republic. (For countries of origin, see Table 1.) All participating students came from low-income families and were eligible for the free-lunch program.

Needs Assessment

Before undertaking the project, Walton High School conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated four primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; (2) to provide students with adequate career orientation and the acquisition of pre-occupational skills; (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the New York City educational system and project goals; and (4) to develop bilingual curriculum materials in Spanish and English.

TABLE 1

Students' Countries of Origin

Country	Number of Students
Dominican Republic	129
Puerto Rico	10
Ecuador	8
Mexico	8
Honduras	8
United States	2
Peru	2
Bolivia	1
Columbia	1
Guatemala	1
Haiti	1
Panama	1
Venezuela	1
Unreported	1
Total	174

PROJECT OBJECTIVES

Student Objectives

- Target students will demonstrate an appropriate increase in English language proficiency as indicated at the .05 level of statistical significance when results are analyzed using a correlated *t*-test.

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated at the .05 level of statistical significance when results are analyzed using a correlated *t*-test.

- At least 70 percent of all targeted students will score at or above passing criterion of 65 in the content subject areas of social studies, mathematics, and science.

- The project will organize at least two field trips for the targeted students to historical museums, United Nations, White House, etc. to increase students' familiarity with American culture and citizenship.

- As a result of participating in the program, 75 percent of the targeted students will demonstrate an improvement in attitude toward their cultural heritage by attending at least one cultural activity or field trip.

- Seventy-five percent of the students will participate in cultural events and will show an improvement in attitude toward school as indicated by results on a 5-point scale inventory to measure interest in continuing education beyond their present grade

- All graduating students will meet with the bilingual career specialists for advisement during the school year.

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

- As a result of participating in the program, students will have a significantly lower dropout rate than that of non-program students.

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

Staff Development

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems as indicated by a 5-point scale of problems and needs inventory, tabulating and ascertaining percentage of change.

- Ninety percent of program staff members will enroll in at least one college/university course each semester

Parental Involvement

- As a result of participating in the program, the proportion of students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project IDEAL provided instructional and support services to 174 Spanish-speaking students and their families. The project's main goal was to promote LEP students' acquisition of language and content area skills. The project also provided career development, pre-occupational training, and support services to participants.

Project IDEAL offered E.S.L. instruction at all levels of proficiency--literacy through transitional. See Table 2 for the number of students enrolled at each level. Students at all proficiency levels received five periods per week of instruction. N.L.A. instruction was offered at all proficiency levels--literacy through advanced placement. See Table 3 for the number of students enrolled each semester. Students at all proficiency levels received five periods per week of instruction.

TABLE 2

Number of E.S.L. Students by Proficiency Level and Semester

Proficiency Level	Number of Students Enrolled	
	Fall	Spring
Literacy	7	6
Beginning	80	77
Intermediate	50	41
Advanced	18	27
Transitional	19	23
Total	174	174

TABLE 3

Number of N.L.A. Students by Proficiency Level and Semester

Proficiency Level	Number of Students Enrolled	
	Fall	Spring
Literacy	35	35
Beginning	66	66
Intermediate	50	50
Advanced	23	10
Advanced Placement	0	13
Total	174	174

All content area subjects were taught for five periods per week. The language of instruction varied. Fundamental mathematics 1 and 2 and honors bilingual mathematics were taught in English approximately 50 percent of the time and in English supplemented with Spanish for the remaining time. Sequential mathematics, Regent's biology, and two social studies courses were taught in English with an E.S.L. methodology. The remaining science and social studies courses were taught primarily in Spanish. A Spanish-speaking paraprofessional assisted students in selected mathematics classes.

Project IDEAL offered in-service staff development activities and reimbursed staff for credits taken at institutions of higher learning. The project also provided an extensive program of parental involvement activities.

Materials, Methods, and Techniques

Teachers stressed bilingual instructional methodologies in some of the content areas (they presented subject material first in the native language and then repeated it in English). This enabled students to acquire concepts and practice emerging skills in the native language and, as the year progressed, teachers made the transition to greater use of English in instruction through E.S.L. methodologies.

Teachers of participating students used a wide array of strategies and techniques. These included cooperative learning; teacher-directed, individually paced instruction; and research projects. Project staff used pictures, tape recorders, and computer software packages to develop students' skills in listening, speaking, reading, and writing.

Project IDEAL sponsored three schoolwide competitions: a Spanish spelling bee, and essay and poster contest on native cultural heritage, and an art contest. The project encouraged student involvement in their community and in school; project students participated in "Increase the Peace Week" at Walton High School.

A key element of Project IDEAL was its resource center. The resource room provided a relaxed environment for students and staff, and provided tutoring, reference books and materials, and two computers. Students used the computers, not only to improve basic skills, but as a creative tool to write essays, poetry, and short stories. (See Appendix A for a selected student essay.)

The project incorporated a strong multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures. Project IDEAL, in conjunction with the library, sponsored a "Library Read-Aloud" series

celebrating cultural awareness and diversity through literature. Readings by Puerto Rican, Dominican, and Mexican authors were presented and discussed, and women authors were highlighted for Women's History Month.

For a list of instructional materials used in the project, please see Appendix B.

Capacity Building

As Title VII funding decreases ten percent a year, Walton High School will gradually absorb the cost of materials, supplies, and staff at a corresponding rate. When Title VII funding ends, Walton High School plans to assume the full cost of programming.

Staff Qualifications

Title VII staff. Title VII partially funded a project director, a full-time resource teacher, and a full-time educational assistant. The funding source for the remainder of their salaries was tax levy. For a description of degrees and language proficiencies (teaching or communicative*) see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency
Project Director	M.A.	Spanish (TP)
Resource Teacher	M.A.	Spanish (TP)
Educational Assistant	A.A.	Spanish (NS)

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = Native Speaker.

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and the gathering of evaluation data. The director had more than 20 years experience working with LEP students.

The resource teacher's responsibilities were to enhance learning experiences for students and teachers, plan activities for participants and their parents, and provide information for the smooth implementation of the project.

The educational assistant helped tutor students in problem areas, assisted teachers in the classroom, and helped students in the resource center.

Other staff. Tax-levy funds paid the salaries of the 38 classroom teachers, 2 guidance counselors, 1 assistant principal, and 2 paraprofessionals who provided services to project students. For degrees, certifications, and language proficiencies, see Table 5.

Most of the teachers had experience teaching LEP students. All teachers held high school certification in the subject area they taught.

Staff Development

The resource teacher, educational assistant, and one classroom teacher received tuition assistance toward college courses in E.S.L., Spanish literature, and teaching methods and strategies. Teachers of Project IDEAL students participated in a series of monthly staff meetings sponsored by the foreign language department at Walton High School. The site also offered workshops that focused on E.S.L., curriculum development, peer tutoring, the link between schools and industry, counseling, conflict resolution, college and career opportunities for students, and cultural enrichment programs.

TABLE 5

Qualifications of Non-Title VII Staff

Position Title	Degrees	Certification	Language Proficiency
Teachers (38) Guidance Counselors (2) Assistant Principal (1)	38 Master's 3 Bachelor's	1 A.P. Spanish 2 Guidance 5 English 9 Spanish 2 Bil. Business Ed. 1 Reading 6 Mathematics 7 E.S.L. 2 E.S.L. Spanish 3 Social Studies 1 Physics 1 General Science 1 Health	Spanish 30 TP
Paraprofessionals (2)	2 Associate's		Spanish 1 NS

Instructional Time Spent on Particular Tasks

See Appendix C for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.5 years (s.d.=2.1) of education in a non-English speaking school system and 3.9 years (s.d.=2.1) of education in the United States. The median time students participated in Project IDEAL was 17 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Three members of the S.B.S.T. were bilingual in Spanish.

The project offered team counseling in crisis intervention and drug and alcohol abuse in conjunction with community-based social service agencies.

Gifted and talented students were identified by teacher judgment and course grades. These students were referred to college and career advisors for information on educational and job-related issues. The resource teacher suggested enrichment activities in which they might engage, such as pre-teaching and peer tutoring programs.

Instructional Services for Students with Special Needs

The project offered tutoring assistance during school and after school hours for students having difficulty in classes. Books, tape recorders, computers, and software packages for English, mathematics, and word processing were available for student use. Project staff offered enriching activities which would allow gifted and talented students to progress at their own pace. Such students became involved in other school programs, such as College Bound, peer tutoring (including a pre-teaching program to augment their abilities), and an enrichment program called P.M. School.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project IDEAL sponsored a variety of activities which were designed to motivate parents to participate in the education of their children. Project staff informed parents of their child's progress in school and arranged parent-teacher conferences. Staff members also acted as translators for parents so that they might communicate more easily with school staff. Parents received invitations to all school

activities as well as to all special school events, and some parents became members of the Parents' Advisory Council (PAC). In conjunction with Project BACES, an adult E.S.L. class was offered in the fall and a General Education Diploma (G.E.D.) class was offered in the spring.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project IDEAL.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. objective and the content area objectives for mathematics, science and social studies were assessed through course grades.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the improvement in project students' attitude towards school, OER developed a Likert-type questionnaire which project personnel administered to all participating students. (See Appendix D.)

OER developed and distributed a questionnaire for teachers to rate the contribution of staff development activities to their growth in awareness of LEP pupils' problems and needs. (See Appendix D.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school

year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the interim evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. All students were tested at the appropriate grade level. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OER computed a correlated

t-test on the LAB scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project IDEAL carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. Individual and small group tutoring were instructional strategies employed by the resource teacher and educational assistant.

An OER evaluator observed a beginning level E.S.L. class of 30 students. The teacher presented the lesson in English. Students and the paraprofessional sometimes communicated with each other in Spanish. The lesson involved the use of the comparative and superlative forms of adjectives and adverbs. At the beginning of the lesson, students received two worksheets to complete during class time. The teacher and paraprofessional provided individual assistance as students worked quietly at their desks. The class then proceeded to review the worksheets. The teacher directed the class to respond as a group and praised it for correct answers and corrected English pronunciation as necessary. The teacher then proceeded to read two short stories from the text, *Line by Line,* to reinforce the students' knowledge of the comparative and superlative forms. The students were interested in the lesson, asked questions, and volunteered responses. The teacher assigned homework.

An OER evaluation consultant also observed a transitional E.S.L. class of 14 students. All communication was in English. The interaction patterns between the

teacher and the students were teacher directed and individually paced. Students were given a letter writing assignment and worked diligently and quietly at their desks for the entire class period. The aim of the lesson was how to write a business letter. The text, *Writing Competency Practice,* provided the situation, problem, and task for students to complete on how to write a business letter of complaint. The lesson included a discussion of the business letter form: heading, inside address, salutation or greeting, body, closing, signature, and typed or printed name. The teacher provided individual assistance throughout the class and at one point announced to students to be careful with their spelling. The students' letters were collected at the end of the class period. For homework, students were instructed to prepare for a quiz on the following day.

The evaluation objective for English as a second language was:

- Target students will demonstrate an appropriate increase in English language proficiency as indicated at the .05 level of statistical significance when results are analyzed using a correlated *t*-test.

There were complete pre- and posttest scores on the LAB for 130 students in grades nine through twelve. (See Table 6.) There was a mean loss of 0.71 N.C.E.s (s.d.=10.36) which was not statistically significant ($p>.05$). Overall, 35 percent of the students showed an increase in pre- to posttest scores.

The project did not meet its objective for E S L. In the year previous to the one under review, the project met its objective for E S L.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	37	22	7.64	13.49	8.50	9.65	0.86	12.48	0.32
10	77	53	13.24	12.08	12.58	11.75	-0.64	9.23	-0.51
11	36	27	16.15	14.36	16.37	16.86	0.22	9.76	0.12
12	24	18	17.76	13.29	12.70	11.78	-5.06	11.38	-1.83
Total	174	120	13.48	13.24	12.77	12.81	-0.71	10.36	-0.75

- Neither overall, nor at any grade level, did students show significant gains on the LAB.

Participants' Progress in Native Language Arts

Approximately 20 percent of project students lacked literacy skills in their native language at the beginning of the year and were placed in a literacy level N.L.A. class. Individual and small group tutoring by the staff and peer tutoring by advanced N.L.A. students were successful instructional strategies employed by the project.

The evaluation objective for N.L.A. was:

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated at the .05 level of statistical significance when results are analyzed using a correlated *t*-test.

El Examen de Lectura en Español (ELE) is the standardized test that is meant for measurement in this area. Matching pre- and posttest scores on the ELE were available for only nine students, approximately five percent of the participants. Therefore, OER could not use the ELE as the evaluating instrument and used, instead, passing grades to evaluate the N.L.A. objective. Over 80 percent of the students passed their Spanish N.L.A. courses each semester. (See Table 7.)

The project met its objective for N.L.A. as it had in the previous year.

LEP Participants' Academic Achievement

Teachers taught some content area classes in Spanish at the beginning of the year and gradually made a transition to English with an E.S.L. methodology. They used a wide variety of strategies and techniques, including teacher-directed and individually-paced instruction, research projects, and cooperative learning. Computer software helped students sharpen their skills, particularly in mathematics.

TABLE 7

Passing Grades in Native Language Arts, by Grade

Grade Level	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
9	34	75.0	36	82.4
10	71	80.0	64	71.4
11	34	88.2	33	93.9
12	21	90.5	21	95.2
Total	160	82.5	154	81.8

An OER evaluator observed a ninth grade general science class of 22 students. The class was conducted primarily in Spanish, although some vocabulary words were written on the blackboard in English. The lesson was completely teacher-directed and no textbooks were available for student use. The lesson was about weather conditions and the instruments used to measure temperature, precipitation, wind velocity, and wind direction. As the teacher lectured, he made an attempt to relate the scientific definitions to the cultural situations of the students' everyday lives. All vocabulary words and definitions were written on the blackboard and students copied the information into their notebooks. At the end of the class, the teacher asked questions to ensure comprehension. The students were involved in the lesson and volunteered responses. A matching exercise based on the material covered in class was given as homework.

An OER evaluator also observed an eleventh grade American history class of 18

students. The room contained maps, posters, and magazine photographs along the walls. The class was conducted in English and Spanish and the interaction pattern was teacher-directed. The lesson centered on the question, "What was President Ronald Reagan's domestic policy all about?" As the teacher lectured, he placed an outline on the blackboard which students copied into their notebooks. The teacher explained complex terms such as *Reaganomics, stagflation, supply side economics*, and the *federal deficit* by giving good examples which the students understood. The teacher also discussed the acting career of Ronald Reagan. The students demonstrated an understanding of the subject, were interested in the lesson, and volunteered responses. Homework was given in preparation for an exam.

The content area objective was:

- At least 70 percent of all targeted students will score at or above passing criterion of 65 in the content subject areas of social studies, mathematics, and science.

More than 70 percent of the students passed their subject area courses both semesters in science and social studies, but not in mathematics. (See Table 8.)

Project IDEAL partially met its objective for the content area subjects, meeting it in science and social studies, but not in mathematics. Last year, the project partially met this objective.

The project director plans to increase individual instruction and peer tutoring, offer a mathematics review class, and purchase tutorial software in mathematics.

TABLE 8

Passing Grades in Content Area Courses

Content Area Subject	Fall 1993		Spring 1994	
	Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Mathematics	118	68.6	141	58.2
Science	117	72.6	103	73.8
Social Studies	157	77.1	151	76.2

- Over 70 percent of students passed their content area courses in science and social studies.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students had been mainstreamed last year. No data were reported on any former project students now in the mainstream.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

The project did not propose any specific objectives for mainstreaming. Thirty students were mainstreamed at the end of the academic year. In the year previous to the one under review, no students had been mainstreamed.

American Culture and Citizenship

The project proposed one objective to acquaint participants with American culture and citizenship:

- The project will organize at least two field trips for the targeted students to historical museums, United Nations, White House, etc. to increase students' familiarity with American culture and citizenship.

In the spring semester, Project IDEAL students took a one-day bus trip to Washington, D.C. This was designed to instill pride in and respect for American traditions and to increase familiarity with various aspects of life in the United States. The field trip encompassed many sites of historic and cultural interest and gave students an excellent insight into America's arts, science, and history. The students visited numerous sites, including the Smithsonian Institution's Air and Space Museum, the Freer Gallery, the National Museum of American Art, the Treasury Building, the Washington Monument, and Union Station. Although the project organized only one field trip, its scope was so broad that it was at least the equivalent of a number of local trips.

Project IDEAL met its objective for American culture and citizenship.

In the year previous to the one under review, project IDEAL met its objective for American culture and citizenship.

Cultural Pride

Multicultural education was an integral part of the curriculum. Instilling cultural pride in a student's own culture as well as imparting knowledge about the culture of others was an important component of the program

The project proposed one objective for growth in cultural pride:

- As a result of participating in the program, 75 percent of the targeted students will demonstrate an improvement in attitude toward their cultural heritage by attending at least one cultural activity or field trip.

Students participated in three field trips during the academic year to enhance multicultural education and cultural pride. Approximately 35 students had the opportunity to attend a performance of *Botanica* at the Repertorio Español. Approximately 60 students went on a walking tour of Chinatown which included a visit to a Buddhist Temple. Approximately 40 students went to the South Street Seaport Museum and the Fulton Fish Market.

The project met its objective for cultural pride. In the year previous to the one under review, the project did not meet its objective for cultural pride.

Attitude Toward School

Project IDEAL proposed the following objective for improving attitude toward school:

- Seventy-five percent of the students will participate in cultural events and will show an improvement in attitude toward school as indicated by results on a 5-point scale inventory to measure interest in continuing education beyond their present grade.

OER developed and distributed student surveys in English and Spanish in order to evaluate attitude toward school. OER received 174 completed surveys. Of these, 93.7 of the students percent reported an improvement in their attitude towards school.

The project met its objective for improving attitude toward school, as it had in the previous year.

Career Advisement

The evaluation objective for career advisement was:

- All graduating students will meet with the bilingual career specialists for advisement during the school year.

The project director reported that all project students, including those in the graduating class, met with the resource teacher at least three times during the school year. In addition, all graduating students met with the bilingual career specialist and/or the college advisor during the school year.

The project met its objective for career advisement, as it did last year.

Career Options

Career counseling and career workshops were made available to all project students.

Project IDEAL proposed one career options objective:

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

A schoolwide career and college fair was held in the spring and was attended by many participating students. Representatives from the public and private sectors spoke with students about job opportunities and training programs. Staff assisted college bound students in completing applications and financial aid forms.

The project met its objective for career options, as it did last year.

Grade Retention

Project IDEAL did not propose any specific objectives for reducing grade retention. Eleven participating students (6.0 percent) were retained in grade. In the

year previous to the one under review, no participating students were retained in grade.

Dropout Prevention

Project staff were actively involved in monitoring at-risk students' attendance and performance in school. Counselors and teachers were alert to any signs of discontent and intervened in order to prevent students from dropping out. They wrote letters and made telephone calls to parents and provided individual counseling to encourage students to stay in school.

Project IDEAL proposed the following dropout prevention objective:

- As a result of participating in the program, students will have a significantly lower dropout rate than that of non-program students.

During the school year, two project students (1.1 percent) dropped out. The project director reported that the schoolwide dropout rate was 5.6 percent.

Project IDEAL met its objective for dropout prevention, as it had in the previous year.

Attendance

Students' regular attendance was encouraged in a number of ways. Project staff checked the students' attendance daily, and when necessary, the resource teacher and educational assistant held counseling sessions with students to resolve problems causing poor attendance. They also stressed the importance of attending school regularly, and students received monthly merit and recognition awards for excellent attendance.

The project posed one objective for attendance:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for project students was 89 percent. The schoolwide attendance rate was 81 percent, as reported by the project director. Project students' attendance was significantly higher ($p<.05$) than that of mainstream students.

The project met its attendance objective, as it had in the previous year.

Placement in Gifted and Talented Programs

Project IDEAL introduced gifted and talented students to school programs such as College Bound, pre-teaching, peer tutoring, and the P.M. School.

Enrollment in Post-secondary Educational Institutions

Twenty-two graduating seniors (96.5 percent) plan to enroll in post-secondary educational institutions upon graduation.

In the year previous to the one under review, five graduating seniors indicated that they would be enrolling in college.

CASE HISTORY

Wendy (a pseudonym) is a 17-year-old student who came to New York from the Dominican Republic in August, 1993. She lives with an aunt and two cousins in a neighborhood plagued by urban blight in the Bronx. Her school performance and concentration was affected by her home situation. Living with her aunt and not her mother caused stress, feelings of loneliness and mistrust. She would speak to her mother with the hopes of being united soon. Wendy was one of three children, who

was born in the United States but raised in the Dominican Republic. She is an American citizen, unlike her mother or brothers. Wendy was sent to live with her aunt so that she might receive a better education and have a better way of life. Wendy was recommended to Project IDEAL by her E.S.L. teacher for tutoring in English. After interviewing Wendy, the resource teacher found that she needed help in acquiring English language skills and adjusting to the American school system. In the Dominican Republic, students were allowed to interact outside during lunch and play sports in the school yard. At Walton High School, the schedule of classes was different from what she was used to in her native country. Learning English is something she wants to do very much but emotional obstacles would sometimes get in the way. After receiving counseling and participating in the program, Wendy's self-esteem is better and her grades are at or above average. The resource teacher has spent time counseling Wendy and helped her to set goals and expectations at a level where she can succeed.

STAFF DEVELOPMENT OUTCOMES

The project proposed two staff development objectives:

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems as indicated by a 5-point scale of problems and needs inventory, tabulating and ascertaining percentage of change.

Project staff and teachers of participating students took part in a series of workshops designed to address the specific problems and needs of bilingual students.

Project IDEAL distributed an OER-developed Likert-type questionnaire to teachers and project staff at the end of the school year and returned 40 completed questionnaires to OER. The results of the questionnaires indicated that 92.5 percent of those surveyed had increased their awareness of pupil needs and problems.

The project met its objective for staff awareness of pupil needs and problems. In the year previous to the one under review, the project did not meet this objective.

- Ninety percent of program staff members will enroll in at least one college/university course each semester.

The project director completed a course in administration at Hunter College. The resource teacher completed courses in Modernism, Spanish Literature, and the Civil War in the fall and courses on Cervantes, and School and Community in the spring semester at Lehman College. The educational assistant completed two education courses in the fall and two in the spring at Lehman College. An E.S.L. teacher took a course at Long Island University in E.S.L. methodology.

The project met its staff development objective for continuing education. Last year, Project IDEAL failed to meet this objective.

CURRICULUM DEVELOPMENT OUTCOMES

Project IDEAL proposed no curriculum development objectives for its second year. Project staff, however, completed an R.C.T. review curriculum in global studies and adapted and translated curriculum materials for a Regent's biology course.

PARENTAL INVOLVEMENT OUTCOMES

Project IDEAL proposed one objective for parental involvement:

- As a result of participating in the program, the proportion of students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents.

The project director reported that at Walton High School, 82 percent of participating students' parents attended Open School Day/Evening as compared to 65 percent of mainstream students' parents.

The project met its objective for parental involvement, as it had in the previous year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project IDEAL met its objectives in N.L.A., American culture and citizenship, cultural pride, attitude toward school, career advisement, career options, dropout prevention, attendance, staff awareness of pupil needs and problems, continuing education for staff, and parental involvement. The project partially met its content area objective; meeting it in science and social studies, but failing to meet it in mathematics. The project failed to meet its E.S.L. objective. To meet the E.S.L. objective and the content area objective in mathematics, the project director plans to increase individualized instruction and peer tutoring.

Students in Project IDEAL showed academic progress. Of the 174 participating students, 163 were promoted to the next grade. The students demonstrated proficiency in Spanish and in the content areas of science and social studies.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate of participating students was appreciably higher and the dropout rate lower than those of the total Walton High School population. Career counseling was made available to all students.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual education, and over 90 percent of teachers became more aware of pupil problems and needs. The staff completed an R.C.T. review curriculum in global studies and adapted and translated curriculum materials for a Regent's

biology course. The project will continue to develop curricula in the content area subjects over the next year.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project IDEAL were individual and group tutoring, field trips, and academic and career counseling provided to participating students by the project's staff. The resource teacher and educational assistant encouraged students to participate in a variety of activities. The Project IDEAL resource center was a significant part of this program; it provided students with a nurturing environment in which to learn and develop their skills.

The least effective components of the project was the lack of substantial parental involvement. Although, more parents of participating students than of mainstream students were involved in school activities, increased parental involvement would strengthen Project IDEAL.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Investigate additional techniques to increase students' acquisition of English language skills.
- Use El Examen de Lectura en Español (ELE) to measure the growth of Spanish-language proficiency.
- Explore additional techniques to increase students' acquisition of skills in mathematics, possibly by offering peer tutoring and assistance during study halls and outside school hours.
- Seek ways to motivate a greater number of parents to participate in the education of their children.

APPENDIX A

Student Essay

Note: This is an unedited essay written on the computer by a project student.

Bilingual Education's Impact On Me

When I was living in the Dominican Republic my parents wanted me to learn English. After school I went to English school, there I learned a small amount of English. I don't know how I learned that because I didn't practice much. I only practiced in the English school and during the time I spent watching cable T.V. I was lost in a sea of strange words. It was like sitting in a room with the shades of the windows down, waiting for the sun to come in. I couldn't realize that I just had to stand up and open the shades myself.

I entered Walton High School in the bilingual program. The bilingual education that I've been receiving has helped me expand my thought process. I think English is a very interesting language. It is beautiful and entertaining. My interest in reading has increased because I know it is the best way to learn a language. I've been reading several books in English for example *Green Mansions* by W. Hudson and *One Hundred Years of Solitude* by Gabriel Garcia Marquez.

This bilingual education is very important for me because it opened a passage way to progress. I'll be able to go to college and strive for my career goal. Maybe my major in college will be medicine. This is a very promising career and bilingual education will help me in connecting both English and Spanish worlds.

In this society that we're living, things get harder and harder. The struggles that young people have to go through to do things right are very complex. There are too many irresponsible parents that just don't care about education. And most of the time the environment that we live and study in aren't appropriate to develop our knowledge properly. So we need education to communicate and solve problems. And I'm not only talking about bilingual education, but more than two languages which would give us a stronger educational base

APPENDIX B

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9-11	English for a Changing World	Caroline Banks	Scott Foresman & Company	1984
9	Line by Line	Steven Molinsky	Prentice Hall	1983
9	Side by Side	S. Molinsky	Prentice Hall	1983
9-10	Beyond the Beginning	K. Harrison Hyzer	Prentice Hall	1991
10-11	Great American Stories	C. G. Draper	Prentice Hall	1985
11	Beyond Time and Space	Robert R. Potter	Global Book Co.	1992
9	Teen Scene	Kamla, Deve Koch	Linmore	1988
9	A New Beginning	Church et. al.	Prentice Hall	1988
10-11	Expressions	Fiene and Fox	Contemporary	1992
9-11	ESL Literacy	Nishio	Longman	1991
9	The Angry Sea	Dale & Sheeler	Prentice Hall	1985

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
9	Noticiario, level 1,2	Smith-Medley	Harper & Row	1982
9-10	De aqui y de alla	Bazán, Suarz	D.C. Heath	1980
9-10	Prosa de la Espana Monderna	Wasserman & Wasserman	Amsco	1973
9-10	Lecturas Para Hoy	Papalia y Mendoza	Amsco	1973
10-11	Adventuras de Don Quijote	Alpern	Houghton Mifflin	1935

APPENDIX B

Instructional Material, cont'd.

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
*	Aventuras Literarias	Javis, Lebredo, Mena	D. C. Heath	1984
9-12	El Hidalgo de la Mancha	*	Houghton Mufflin	1973
*	Don Juan Tenorio	Zorilla	Austral	*
*	Cancion de Cuna	Martinez-Sierra	Heath	*
9-12	Maria	Isaacs	Epaca	1981
*	Literatura Moderna Hispanica	Gonzalez	National Textbook	1982
11-12	Del Solar Hispanico	Del Rio	Holt, Rinehart & Winston	1957
11-12	El Alcalde de Zalamea	Calderón	D.C. Heath	*
10-11	Antologia de Cuentos Puertoriquenos	Laguerre	Editorial Dracon Mexico	1973
10-11	Pepita Jimenez	Valera	Continental Book Company	1977
10-11	La Casa de Bernarda Alba	Garcìa Lorca	Las Americas Publishing Co.	1969
10-11	Bodas de Sangre	Garcìa Lorca	Torres Publishing	*
10-11	Yerma	Garcìa Lorca	Torres Publishing	*
10-11	Omnibus of Modern Spanish Prose	Wilkins	Odyssey Press	1966
11-12	El Lazarillo	*	National Textbook	*
11-12	Cuatro Novelas Modernas de la America Hipanica	Alpern, Guzman	Clinton Books	1965

* Information was not provided

APPENDIX B

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
9-11	Mathematics	Orfan and Vogeli	Silver Burdett & Ginn	1989
10-12	RCT Mathematics	John Allasio Anthony Nigro	Westsea	1986
9-12	Integrated Mathematics Course I, II, & III	Dressler & Keenan	AMSCO Publication, Inc.	1989

Science

Grade	Title	Author	Publisher	Date of Publication
9	La Materia y la Energia	Heimler Price	*	*
10-11	Biology Workshop 1 - Understanding Living Things	Seymour Rosen	Globe Book Company	1988
10-11	Biologia Hermana - Anatomia, Fisiologia e Higiene	Mario E. Dihigo	*	1989
11	Regents Biology - Honors Review Class	Wayne Garney	*	*
10-12	Biology - A Comprehensive Text for N.Y. State	*	*	*
10-12	Biology & Human Progress	Charles Tanzer	Prentice Hall	1986

* Information was not provided

APPENDIX B

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
11-12	American Government	Holt	*	1982
9-10	Europa, Africa y Asia	Cooper	Silver Burdett & Ginn	1984
9-10	Historia Moderna	*	*	*
11-12	Historias de los Estados Unidos	Baker & Hall	Minerva Books LTD	1991
11-12	Economia	*	*	*
9-10	Historia del Antigua	*	*	*
9-10	Continente	*	*	*
10-11	Comprende Tumundo	Killoran, Zimmmer & Jarrett	Jarrett Publishing Company	199
11-12	Los Estados Unidos: Su Historia, Su Gobierno	James Killoran et. al.	Jarrett Publishing Company	1992

* Information was not provided

APPENDIX C

Class Schedules

The day of a student in Project IDEAL was divided into class periods of 45 minutes. Each student's schedule was the same Monday through Friday.

Period	Grade 9	Grade 10	Grade 11	Grade 12
1	Mathematics	Spanish (6)	E.S.L.	History
2	History	E.S.L.	E.S.L.	Dance
3	Lunch	Dance	Lunch	Spanish (9)
4	Physical Education	Lunch	Art	Bilingual Bookkeeping
5	E.S.L.	Mathematics	History	Mathematics
6	E.S.L.	Biology	Mathematics	Lunch
7	E.S.L.	E.S.L.	Spanish (7)	Volleyball
8	Bilingual Bookkeeping	History	Volleyball	E.S.L.
9	Spanish (3)	-------	-------	E.S.L.

APPENDIX D

Likert Scales

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Staff Awareness
Spring 1994

3 6
1 2

Program: **Project IDEAL**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project IDEAL, to what degree have you become **more aware** of students' needs?

Not more aware at all	1	2	3	4	5	Extensively interested

☐ 3

2. Since participating in Project IDEAL, to what degree have you become **more aware** of students' problems?

Not more aware at all	1	2	3	4	5	Extensively interested

☐ 4

3. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

_____

Thank you very much for your assistance.

BILINGUAL MULTICULTURAL AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Student Assessment
Spring 1994

Program: **Project IDEAL**

3	6
1	2

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Project IDEAL helped me keep in closer contact with my Native culture.

Did not help me at all	1 2 3 4 5	Helped me a lot	3

2. By keeping in contact with my Native culture, I will learn more about myself.

Not true at all	1 2 3 4 5	Very true	4

3. Because of Project IDEAL, I am more interested in continuing my education next year.

I am **NOT** more interested	1 2 3 4 5	I am much more interested	5

4. Project IDEAL has helped me to do better in school.

Did not help me at all	1 2 3 4 5	Helped me a lot	6

5. Project IDEAL has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	1 2 3 4 5	Helped me a lot	7

Thank you for completing this form.

BILINGUAL, MULTICULTURAL AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Evaluación Estudiantil - Primavera 1994

Programa: **Proyecto IDEAL** 3 6 (1 2)

Instrucciones:	Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. El Proyecto IDEAL me ha ayudado a mantener contacto con la cultura latina.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 3

2. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

   No estoy de acuerdo |__|__|__|__|__| Estoy de acuerdo 1 2 3 4 5 ☐ 4

3. Yo estoy más interesado(a) en continuar mis estudios el año que viene, gracias al Proyecto IDEAL.

   No estoy más interesado(a) |__|__|__|__|__| Estoy mucho más interesado(a) 1 2 3 4 5 ☐ 5

4. El Proyecto IDEAL me ha ayudado a mejorar en la escuela.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 6

5. El Proyecto IDEAL me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho 1 2 3 4 5 ☐ 7

Muchas gracias por completar este cuestionario.